



ARCH 001: Design Thesis Project

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
PC	AR	STUDIO	ARCH 001	ARCHITECTURAL THESIS PROJECT				350	350	700			14	14

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

5TH YEAR / X Semester

ARCH 001: Design Thesis Project

Course Educational Objectives (CEOs):

To develop assimilation, synthesis and application of research in Architecture

The objective of stage II is to develop design abilities for a demonstration of research & base work studies done in Stage I for the identified domain. These abilities are to be demonstrated in an architectural design project.

Course outcomes (COs):

At the end of the course, students will be able to:	Design a research plan Develop and finalize the research question Investigate the research question under the guidance of the faculty Creating the final research document like a dissertation thesis and presenting the outcomes to the research committee
Expected skills/knowledge transferred:	The student should be in a position to comprehend the design philosophy, theories, data analysis and application in a chosen area of study.
Focus: design language	After completion of this course, the student will be able to: Outline the thesis topic in domains of their interests. Demonstrate through an imaginative approach, his expertise in effecting positive changes in our built environment. Develop independent thinking capabilities with exploration and inquiry into various facets of architectural design. Identify new frontiers of design development and application of ideas to practical situations and doable solutions. Design new typologies, chose different techniques of construction, and evolve the best practices of design to fulfil the various needs of people as well as society.

Course Overview:

The thesis should reflect the knowledge gained from all the courses undertaken by the student in all the previous semesters. Each student is expected to prepare a design thesis based on the preliminary work undertaken in the Pre Thesis Seminar (Research dissertation Thesis), under an approved guide/adviser by the department.

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
	Design Development	Design Development will have contents such as form development, stress on focus, development of spaces, aesthetics, services, Landscape, sustainability, barrier-free etc. It will be represented through various mediums such as sketches, conceptual drawings, design drawings, technical drawings, models & reports.	
	The process for Design Thesis	Project will include – Description, Case Study, Site Study-Analysis & Inferences, Development of specific Design Guidelines; Design Program & Area Requirements, Conceptual Development, Design Development, Final Design, and Presentation.	
	The design Thesis	The design Thesis shall comprise Architectural Design proposals and Structural design for a component of the architectural design proposal. The Component of Design for which structural design is to be provided will be chosen with the help of the faculty in charge of the structural design subject. The student will also be	

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Shri Vaishnav institute of Architecture

Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2021-26)

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Reflect the knowledge required to produce a project feasibility report for the specific design undertaken for the design thesis. The thesis should reflect the knowledge gained from the course learnt in the previous semesters. The particulars of the schedule, content, presentation, format etc., are to be decided by the department, from time to time and shall be strictly followed.

At the end of the semester, At the end of the semester, each student is expected to submit all original drawings prepared as per the department's specifications. Three copies of the report in the specified format along with a model submitted to the department, after obtaining the approval of the respective guides/advisers.

End exam, viva-voce The department shall schedule the final viva-voce, at its convenience, only after the receipt of the thesis submitted by a student. The performance sheet submitted by the advisor and the thesis committee should be the basis for allowing the student to appear for the final viva-voce. For the End exam, viva-voce is to be conducted by a jury comprising an external examiner, one internal examiner and the head of the department or his nominee.

Process and stages For the structural design project and Project Feasibility report, a separate External Viva-voce will be conducted. Data Documentation and Analysis; Understanding the nature of data collected and methods of analysis suitable for that data (graphical /numerical/descriptive). Converting data into a numerical form for data analysis.

Introduction to Statistics; Introduction to the simple statistical methods of analyzing numerical data – frequencies/percentages, mean/median/ mode, correlation, chi-square test – inferring from the data and interpreting the meaning of those inferences. Use of MS Excel for statistical data analysis.

Presentation of the Data Techniques of presenting the numerical data – graphical (pie charts, bar charts, line graphs etc.), tabulations, verbal qualitative data, architectural drawings/maps. Reporting the Research; Different sections of a research report, technical writing and language (tense, voice, etc.), and formatting of a report.

Time frame

I	Content	Designing the research plan	3 Wks
		Developing the research questions	3 Wks
		Investigation of the idea and outcomes	9 Wks

Sessional work:

Guidelines

The complete Thesis Project will be guided by Individual Guide & Institutional Panel. The outcomes will be progressively evaluated by Independent Experts. The student will be allowed to offer his work for all levels of evaluation only after the respective level of work is approved by the Guide & Institutional Panel. The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes. Requirements :Synopsis; Case Study, Site Analysis And Area Programming; Schematic Design Design Finalization; Pre-Final Design; Final Thesis Submission Follow The Institute Manual For Thesis

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Note:

- Necessary theoretical inputs are to be given highlighting the norms and design issues. The topics not covered as design problems will have to be covered by the Studio faculty members through lecture/slideshow sessions and site visits.
- In the end, in an exam which is a viva-voce, the students have to present the entire semester's work for assessment.
- Evaluation is to be done through viva voce by an external examiner appointed by the university at Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voce
- Students will communicate & present their design and process stagewise, through appropriate and relevant sketches, drawings, models, 3d images, diagrams, etc.
 - 24 hours of contact time per week includes time for lectures, discussions between students and teachers, interim reviews, site visits and visits for data collection.
 - The actual association hours in college will be only 12 hours out of 24 hours and the rest would be utilised for site visits and fieldwork

Suggested Readings:

Andreotti, L., & Lahiji, N. (2017). The architecture of phantasmagoria: spectres of the city. London; New York: Routledge.

Barrass, Robert. Writing At Work \b a guide to better writing in administration, business and management, London: Routledge, 2003.

Forty, A. (2013). Words and buildings: a vocabulary of modern architecture. London: Thames & Hudson.

Groat, L., & Wang, D. (2013). Architectural Research Methods. Hoboken: Wiley.

Jo Ray McCuen, Anthony Winkler. Readings for writers, 9th ed., Fort Worth: Harcourt Brace Institute Publishers, 1998.

Lucas, R. (2016). Research Methods for Architecture. Laurence King.

Manuel, F. E., & Manuel, F. P. (1997). Utopian thought in the western world. Cambridge, MA: Belknap.

Mitrovic, B. (2011). Philosophy for architects. New York: Princeton Architectural Press.

Mukhi, H.R. Technical Report Writing: Specially prepared for Technical and Competitive Examinations, New Delhi:

Rybczynski, W. (2003). The perfect house: a journey with the Renaissance architect Andrea Palladio. New York: Scribner.

Sarvimäki, M. (2018). Case study strategies for architects and designers: integrative data research methods. New York, NY: Routledge. Satya Prakashan, 2000.

Seely, John. The Oxford guide to effective writing and speaking, 2nd ed., Oxford; New York: Oxford University Press, 2005

Smith, K. H. (2012). Introducing architectural theory: debating a discipline. New York: Routledge

Treece, Malta. Effective reports, 2nd ed., Boston: Allyn and Bacon, 1985.



ARCH 005: Core Elective IV (Part B)/ Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
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SEC	PR	THEORY CUM STUDIO	ARCH 005	CORE ELECTIVE IV B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 005: Core Elective IV (Part B)/ Major

10 Sem Core Elective V (Part B)

- 005.1 Architectural Conservation
- 005.2 Sustainable Architecture
- 005.3 Disaster Management
- 005.4 MOOC:Build your creative confidence (ideou)

Course Educational Objectives (CEOs):

overall nurturing of the student with issues in practice and field outside

Course outcomes (COs):

At the end of the course, students will be able to overall nurturing of the student with issues in practice and field outside

Expected Skills / Knowledge Transferred: better grooming than just books and theories.

Focus: Manual Skills The creative electives provide an opportunity to express talents that are different from architecture but related to imagination, visualization & creation. They offer hands-on experience of unique ingenuity & workmanship. The essence of a creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products; and finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations. As Per Pool Electives Choices Stage I odd semester pool

Course Overview:

The following is a representative list of Institute projects: Seminars, Tutorials/ additional classes for any course, Guest Lectures, Workshops, Providing knowledge to support students being sensitive to design;

Sessional work:

Guidelines

The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes
Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments:

One Major And the rest minor tasks are to be set from the entire syllabus
Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Note:

Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance. Evaluation is to be done through viva voce, Portfolios after the university exam shall be retained at the Institute level for the viva-voice

ARCH 005.1 : Architectural Conservation

Course Educational Objectives (CEOs):

Knowledge about the various techniques of conservation in architecture and the development of the commitment

Course outcomes (COs):

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ARCH 005: Core Elective IV (Part B)/ Major

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SEC	PR	THEORY CUM STUDIO	ARCH 005	CORE ELECTIVE IV B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

At the end of the course, students will be able to:

The student will develop sensitivity towards built heritage
The student will develop the capacity for Critical appraisal of the status of buildings
to conserve old buildings of cultural importance

Expected skills/knowledge transferred:

After completion of this course, the student will be able to:
Outline the thesis topic in domains of their interests.
Demonstrate through an imaginative approach, his expertise in effecting positive changes in our built environment.
Develop independent thinking capabilities with exploration and inquiry into various facets of architectural design.
Identify new frontiers of design development and application of ideas to practical situations and doable solutions.
Design new typologies, chose different techniques of construction, and evolve the best practices of design to fulfil the various needs of people as well as society.

Course Overview:

- To develop an understanding of the importance of historical and heritage buildings

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
I	Introduction	<ul style="list-style-type: none"> Introduction: Architectural Conservation: Preservation & conservation philosophies; Pioneers & societies in the field of conservation; International Charters; International approaches ; Techno legal provisions, codes & byelaws for interventions. 	6 hrs
II	Charters and approaches	<ul style="list-style-type: none"> International Charters; International approaches ; Techno legal provisions, codes & byelaws for interventions. Assessment of Building Condition: 	6 hrs
III	Preservation Techniques and level of interventions	<ul style="list-style-type: none"> Preservation Techniques In Architectural Conservation: Analysis of problem; Types, Degrees & Limitations for intervention; Levels of intervention- Structure, building complex, precinct & heritage zone; Provision of solutions for repair & replacement of components; Restoration (in case of living monuments), preservation, reconstruction & maintenance. Sequence & phasing; Materials & methods; Detailing & finishing. 	6 hrs
IV	Case Studies	<ul style="list-style-type: none"> Case Studies in Architectural Conservation: Examples of iconic conservation projects; Heritage zones; Conservation strategies- documentation, analysis, techniques, interventions & outcomes; Models of preservation, reconstruction & adaptive reuse. Influences & benefits - Physical, contextual, political, social, cultural, economic, ecological, tourism, technological, material, spatial & visual. 	6 hrs

Sessional work:

Guidelines Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Note: Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

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ARCH 005: Core Elective IV (Part B)/ Major

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SEC	PR	THEORY CUM STUDIO	ARCH 005	CORE ELECTIVE IV B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Bernard Fielder (INTACH), Guide to Conservation
 Conservation of European Towns
 Peter Marston – The book of the Conservation – Orion House, London

ARCH 005.2 : Sustainable Architecture

Course Educational Objectives (CEOs):

The objectives include creating awareness of the need for green buildings and imparting knowledge of designing green buildings, advocating the application of the passive and active use of renewable energy systems and promoting the efficient use of water, materials and waste through the sustainable concept of reducing, Recycling and Reuse.

Course outcomes (COs):

At the end of the course, students will be able to

- The student will learn different methods and techniques to represent an idea & thoughts
- The student will have various representation techniques at her disposal
- The student will be able to represent a design idea 3 dimensionally
- Use of presentation software

Expected Skills / Knowledge Transferred:

Focus: Manual Skills

Sustainable designs and related theory.

The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal

The student will be able to represent a design idea 3 dimensionally

Use of presentation software

Course Overview:

A growing worldwide concern for the conservation of energy & the environment has led to the emphasis on sustainable habitats as a key solution to growing urban concerns. Sustainable architecture aims to create an environmentally-friendly and energy-efficient building by actively harnessing renewable natural sources of energy (solar energy etc) and utilizing materials that least pollute the environment.

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
		Introduction: Concepts of Reduce, Reuse & Recycle; Environmental Legislations; Climate change Protocols & Conventions;	5 hrs @ each class
		Passive Systems:	
		Energy Systems:	
		Water Management	

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

arvind Krishnan & Others – Climate Responsive Architecture, Tata Mcgraw –Hill New Delhi 2001.
 Lawson. B, Building Materials, Energy And The Environment; Towards Ecologically Sustainable Development Raia, Act, 1996

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ARCH 005: Core Elective IV (Part B)/ Major

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Ralph M.Lebens – Passive Solar Architecture in Europe – 2, Architecture Press, London 1983.

Sandra Mendler, William Odell, The Guide Book Of Sustainable Design, John Wiley & Sons, 2000.

Sustainable design manual, Vols 1& 2, The energy and Resource Institute, New Delhi.

ARCH 005.3: Disaster Management

Course Educational Objectives (CEOs):

The objectives include creating awareness of the need for Disaster Management

Course outcomes (COs):

At the end of the course, students will be able to The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal

The student will be able to represent a design idea 3 dimensionally

Use of presentation software

Expected Skills / Resilience to disaster

Knowledge

Transferred:

Focus: Manual Skills

The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal

The student will be able to represent a design idea 3 dimensionally

Use of presentation software

Course Overview:

The course is intended to provide a general concept of the dimensions of disasters caused by nature beyond human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

Course Contents:

Sr. No.	Syllabus: Topic	Subtopic	Teaching Hours: @ each class
		Introduction: Disaster Management & its necessity; Types, characteristics, causes & impacts; Natural disasters, Manmade disasters, Epidemics; Institutional & Legal arrangement; NDMA; Financial arrangement; Role of Architect at all stages of Disaster Management.	5 hrs @ each class
		Disaster Prevention & Mitigation: Risk Assessment & Vulnerability Mapping; Long-term measures; Review & revision of building bye-laws & codes; Hospital Preparedness; Retrofitting; Mitigation strategies, Trigger Mechanism; Capacity building; Awareness programs. Architectural Design considerations.	
		Preparedness: Forecasting & Early Warning Systems: Plans of action for probable disasters; emergency, medical, and casualty management systems; Resources needed; Training, Simulation & Mock Drills; Partnerships for Mitigation & Preparedness; Audit of buildings & infrastructure; Architectural Design considerations.	
		Response: Role of various agencies; Standard Operating Procedures (SOPs); Levels of Disasters; Incident Comm& System (ICS); First & Other Key Responders; Medical Response; Information & Media Partnership; Search & Rescue; Architectural Design considerations.	
		Relief & Rehabilitation: Temporary Relief Camps; Management of Relief Supplies; Provision of Intermediate Shelters; Relocation & reconstruction, repair & retrofitting of buildings & infrastructure; Socio-cultural-	

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ARCH 005: Core Elective IV (Part B)/ Major

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economic considerations; Capacity building for self-help construction; training & awareness programs. Architectural Design considerations.

The student will become aware of the different types of disasters and their impacts. The student will learn various aspects, and issues of managing before and after the disaster as a designer.

Emergency planning procedures, Hazards, risks and disasters, Technological development, environmental and sustainable development, Law and management fundamentals, and Political, international, and social issues. Roles of key agencies, Relief co-ordination and planning, Field skills, Disaster theory, statistics and logistics, Disaster mitigation, preparedness and response to Earth catastrophes, fire and explosion, Physical, psychological, and social reconstruction of disaster-affected communities

Introduction to Disaster Different Types of Disasters: A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.

Risk and Vulnerability Analysis 1. Risk: Its concept and analysis 2. Risk Reduction 3. Vulnerability: Its concept and analysis 4. Strategic Development for Vulnerability Reduction

Disaster Preparedness and Response Preparedness1. Disaster Preparedness: Concept and Nature 2. Disaster Preparedness Plan 3. Prediction, Early Warnings and Safety Measures of Disaster. 4. Role of Information, Education, Communication, and Training,

Role of Government, International and NGO Bodies. 6. Role of IT in Disaster Preparedness 7. Role of Engineers on Disaster Management. Response1. Disaster Response: Introduction 2. Disaster Response Plan 3. Communication, Participation, and Activation of Emergency Preparedness Plan 4. Search, Rescue, Evacuation and Logistic Management 5. Role of Government, International and NGO Bodies 6. Psychological Response and Management (Trauma, Stress, Rumor and Panic) 7. Relief and Recovery 8. Medical Health Response to Different Disasters

Rehabilitation, Reconstruction and Recovery 1. Reconstruction and Rehabilitation as a Means of Development. 2. Damage Assessment 3. Post Disaster effects and Remedial Measures. 4. Creation of Long-term Job Opportunities and Livelihood Options, 5. Disaster Resistant House Construction 6. Sanitation and Hygiene 7. Education and Awareness, 8. Dealing with Victims' Psychology, 9. Long-term Counter Disaster Planning 10. Role of Educational Institute.

Sessional work:

Guidelines

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Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

- Dr Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
- Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
- Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.

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J. P. Singhal Disaster Management Laxmi Publications.

Shailesh Shukla, Shamma Hussain Biodiversity, Environment and Disaster Management Unique Publications

C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade BS Publication

ARCH 005.4:MOOC

Course Educational Objectives (CEOs):

overall nurturing of the student with issues in practice and field outside

Course outcomes (COs):

At the end of the course, students will be able to

- The student will learn different methods and techniques to represent an idea & thoughts
- The student will have various representation techniques at her disposal
- The student will be able to represent a design idea 3 dimensionally
- Use of presentation software

Expected Skills / Knowledge Transferred:

Focus: Manual Skills

- The student will learn different methods and techniques to represent an idea & thoughts
- The student will have various representation techniques at her disposal
- The student will be able to represent a design idea 3 dimensionally
- Use of presentation software

Course Overview:

The following is a representative list of what may :

Tutorials/ additional classes for any course on online mode of platforms, Provides knowledge to support student being sensitive to design;

- a paper presentation

Course Contents:

Unit Syllabus: Topic Subtopic

- The creative MOOC provide an opportunity to access a different form of architecture related to imagination, visualization & creation. They offer the experience of unique ingenuity, theory or workmanship. The essence of the creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products/theories; finishing & presenting the product for the concepts evolved. The outcome will be through portfolio & presentations. Where these workshops or MOOCs help them explore the different topics relevant to individual interests and in the palette of choices for the semester

Teaching Hours: 5 hrs @ each class

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.



ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 006: Core Elective V (Part B)/Major

10 Sem	Core Elective VII (Part B)
006.1	Indigenous Knowledge Systems
006.2	Barrier-free Architecture
006.3	creative photography
006.4	MOOC:Storytelling for Social Change (edX)

Course Educational Objectives (CEOs):

overall nurturing of the student with issues in practice and field outside

Course outcomes (COs):

At the end of the course, students will be able to overall nurturing of the student with issues in practice and field outside

Expected Skills / Knowledge Transferred: better grooming than just books and theories.

Focus: Manual Skills

The creative electives provide an opportunity to express talents that are different from architecture but related to imagination, visualization & creation. They offer hands-on experience of unique ingenuity & workmanship. The essence of a creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products; and finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations. As Per Pool Electives Choices Stage I odd semester pool

Course Overview:

The following is a representative list of Institute projects: Seminars, Tutorials/ additional classes for any course, Guest Lectures, Workshops, Providing knowledge to support students being sensitive to design;

Sessional work:

Guidelines

The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments:

One Major And the rest minor tasks are to be set from the entire syllabus

Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Note:

Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance. Evaluation is to be done through viva voce, Portfolios after the university exam shall be retained at the Institute level for the viva-voice

ARCH 006.1 : Indigenous Knowledge Systems

Course Educational Objectives (CEOs):

Identify the concept of Traditional knowledge and its importance.

Explain the need for and importance of protecting traditional knowledge.

Illustrate the various enactments related to the protection of traditional knowledge.

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ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Interpret the concepts of Intellectual property to protect traditional knowledge.

Course outcomes (COs):

At the end of the course, students will be able to

- To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the Importance of the roots of the knowledge system.
- To make the students understand the traditional knowledge and analyse it and apply it to their day-to-day life
- Explain the importance of Traditional knowledge in Agriculture and Medicine

Expected Knowledge / Focus: Skills Transferred: Traditional knowledge in Agriculture and Medicine

- Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;
- Upon successful completion of this course, students will be able to:
 - Discuss the concept of traditional knowledge (also known as indigenous knowledge, traditional ecological knowledge) and its importance in First Nations cultures.
 - Discuss the characteristics of oral history and its role in First Nation cultures.
 - Identify the importance of space and place in the worldviews and knowledge bases of Nations & people.
 - Compare knowledge in First Nations cultures with knowledge in western European cultures, including western science.
 - Examine the importance of traditional knowledge in modern First Nations governance and environmental management.
 - Describe various approaches and issues regarding the recording, management, ownership and control of traditional knowledge, including research ethics, data management, and intellectual property.
 - Discuss approaches to education regarding traditional knowledge, including traditional family methods, government programs and public institutions.

Course Overview:

essence of Indian traditional knowledge

In this course, students will learn about the theory and practical techniques for supporting and preserving First Nations peoples' knowledge in the current era of constant cross-cultural interactions between knowledge systems. Students will learn about the role of oral histories, environmental knowledge, and spiritual beliefs and their role in community research, co-management, and environmental management. Students will be asked to compare traditional versus scientific knowledge styles and how they interact with each other. Approaches to documenting, managing, and maintaining ownership and control of traditional knowledge will be reviewed

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
I	Ideas Knowledge	About The Concept of Traditional Knowledge Oral History and Cultural Identity Sense of Space and Place in First Nations Identity Introduction to traditional knowledge: Define traditional knowledge, nature and characteristics, scope and importance, kinds of traditional knowledge(Unani / Siddha/ Ayurveda), Indigenous Knowledge (IK), characteristics, traditional knowledge vis-a-vis indigenous knowledge, traditional knowledge of Uttarakhand	7hrs
II	Documentation Recording	& Protection of traditional knowledge: The need for protecting traditional knowledge Significance of TK Protection, the value of TK in the global economy, Role of Government to harness TK. Community Research Methods and Ethics Documenting and Recording Traditional Knowledge	7hrs

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ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

III	Legal Framework	Mapping Traditional Knowledge Intellectual Property Issues Legal framework and TK: The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006, Plant Varieties Protection and Farmer's Rights Act, 2001 (PPVFR Act); The Biological Diversity Act 2002 and Rules 2004, the protection of traditional knowledge bill, 2016	6hrs
IV	Environmental Management	Traditional knowledge and intellectual property: Systems of traditional knowledge protection, Legal concepts for the protection of traditional knowledge, Patents and traditional knowledge, Strategies to increase protection of traditional knowledge, Western and Scientific Knowledge Traditional Knowledge in Co-Management Traditional Knowledge and Natural Resource Management Traditional Knowledge in Impact Assessment Geographical Indications (GI).	4 hrs
V	Traditional Knowledge In Modern Institutions	Traditional Knowledge in Different Sectors: Traditional knowledge and engineering, Traditional medicine system, TK in agriculture, Traditional societies depend on it for their food and healthcare needs, Importance of conservation and sustainable development of the environment, Management of biodiversity, Food security of the country and protection of TK Traditional Knowledge in Yukon First Nations Governance Traditional Knowledge in Educational Institutions Traditional Knowledge in the Arts	6hrs

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments

All students are encouraged to contact the instructor with questions or concerns about assignments; Requests for extensions to assignments must be made no less than three days before the due date. Extensions are granted only for extraordinary circumstances. ; Assignments will not be accepted any later than 14 calendar days after the due date ; One (1) mark per calendar day will be deducted for assignments handed in after the due date unless an extension has been granted ; Plagiarism will not be tolerated (i.e. submitting other people’s work as if it is yours). ; An incident of plagiarism may be considered grounds for failing a course ;All written assignments must be double-spaced and typed using Times New Roman in 12-point font on 8.5 x 11 size paper. Spelling, grammar and content organization are reflected in the grade.

Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Equivalency/Transferability:

Transfer/Equivalency/Accreditation in progress

Plagiarism

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures



ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

(APA). The resubmission of a paper for which you have previously received credit is considered a form of plagiarism.

Plagiarism is academic dishonesty, a serious academic offence, and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college. And do not underestimate the impact such a situation will have on your reputation.

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student’s responsibility to seek these accommodations. If a student has a disability or chronic condition and may need an accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

Students With Disabilities Or Chronic Conditions:

Course Evaluation

Participation

Readings

Assignment 1

Assignment 2

Assignment 3

Exam 1

Total

Attendance of classes and participation in discussions (including online discussion forum)

20 readings questions at 1 mark each

Research Ethics

Oral History Recording

Traditional Knowledge in YESAB Submissions

Take home exam

100%

Suggested Readings:

- Traditional Knowledge System in India, by Amit Jha, 2009.
- "Knowledge Traditions and Practices of India" Kapil Kapoor.
- Madhya Himalayi Sanskriti mein Gyan, Vigyan evam Paravigyan by Prof PC Pandey.

Suggested Online Link:

Web Links:

- <https://www.youtube.com/watch?v=LZP1StpYEPM>
- <http://nptel.ac.in/courses/121106003/>

ARCH 006.2:Barrier-Free Design

Course Educational Objectives (CEOs):

Explore Various alternatives to barrier-free design

Course outcomes (COs):

At the end of the course, students will be able to

Understand the concept of barrier-free design in a social context

- Explore Various alternatives to barrier-free design
- Integrate barrier elements in the design of buildings
- Integrate barrier elements in the design of buildings

Expected Skills / Knowledge Transferred:

Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;

Focus: Manual Skills

The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal

The student will be able to represent a design idea 3 dimensionally

Use of presentation software

Course Overview:

Understand the concept of barrier-free design in a social context

Course Contents:

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Shri Vaishnav institute of Architecture
 Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA
B. ARCH (2021-26)

ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
	Principles	Introduction of Barrier-free design and its basic principles.	5 hrs @ each class
	Importance of Barrier-free concept	Barrier-free concept and ways of implementation of it. Different examples to make a building barrier-free.	
	Standards, Learning from Case studies	Design standards of Barrier-free design Finding out the issues in the buildings, which are not designed as barrier-free through case studies.	
	Design Proposal	Design development to integrate the barrier-free elements through, case studies Design for all, its understanding, as per the nation-building code and examples to execute a such design	

Sessional work:

Guidelines Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments Emphasis should be laid on understating the Principle that continuous evaluation shall be made of students' work based on various models, assignments and sketching

Note: Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

Rhoads, M. A. (2010). *The ADA companion guide: understanding the Americans With Disabilities Act Accessibility Guidelines (ADAAG) and the Architectural Barriers Act (ABA)*. Hoboken, NJ: John Wiley.
 2015 ernational Building Code 1st Edition by International Code Council (Author)

ARCH 006.3: Journalism & Photography

Course Educational Objectives (CEOs):

Established the concept of journalism in the field of Architecture

Course outcomes (COs):

At the end of the course, students will be able to

Expected Skills / Knowledge Transferred:	Apprise the role of architectural journalism in identifying and formulating relevant buildings
Focus: Manual Skills	Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;
	Develop the capacity to write critics on selected projects

Course Overview:

• Develop the capacity to write critics on selected projects

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
	photography	principles, recent advancements; significance, scope & purpose; types, composition, tools & equipment, technology, techniques, processes, presentation; categories-themes, location, objects, patterns, light & shade, nature, still photography, actions & expressions, data, culture, panorama, frames, metaphor etc... Outline: principles, recent advancements; significance, scope & purpose; types, composition, tools & equipment, technology, techniques, processes, presentation; categories themes, location, objects, patterns, light & shade, nature, still	5 hrs @ each class

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ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

photography, actions & expressions, details, culture, panorama, frames, metaphor etc.

Overview – Definition, Significance, scope, purpose, structure, principles, techniques, processes, mediums, the study of potential readers, contemporary architectural journalism. Documentation: study & analysis – Photojournalism, Book reviews Electronic media; checklist, observations, field studies, interviews, questionnaires; Post-occupancy evaluation, public perception, designer’s opinions. Writing techniques – Styles, format, purpose, medium, frequency, clear structure, coherent & distinctive look, visual appearance, graphic design, genres, image, descriptive & analytical reports. Ethics, laws & legislations – Plagiarism, Intellectual property rights, Disclaimers, copyright, author’s rights, patents & royalties, trademark, legal boundaries, libel & invasions of privacy, permissions, references & credits. Editing & Publishing – Proofreading, Editing techniques, Page makeup, Layout, colour scheme, Font, Abstract, Pictures, Ads, News, Photo editing - Book previews, Publishing – Print & Electronic.

Introduction of Journalism Fundamentals

To Concept of Journalism, Definition, History

of Advantages of Journalism, the concept of Ethical journalism, Journalism in the design field

Definition, Significance, scope, purpose, structure, principles, techniques, processes, mediums, the study of potential readers, contemporary architectural journalism. Documentation: study & analysis – Photo journalism, Book reviews Electronic media; checklist, observations, field studies, interviews, questionnaires; Post-occupancy evaluation, public perception, designer’s opinions. Writing techniques – Styles, format, purpose, medium, frequency, clear structure, coherent & distinctive look, visual appearance, graphic design, genres, image, descriptive & analytical reports. Ethics, laws & legislations – Plagiarism, Intellectual property rights, Disclaimers, copyright, author’s rights, patents & royalties, trade mark, legal boundaries, libel & invasions of privacy, permissions, references & credits. Editing & Publishing – Proofreading, Editing techniques, Page makeup, Layout, colour scheme, Font, Abstract, Pictures, Ads, News, Photo editing - Book previews, Publishing – Print & Electronic.

Role of Journalism in general & in the design field

Case Studies –Global & Local, Short Project

creative photography

principles, recent advancements; significance, scope & purpose; types, composition, tools & equipment, technology, techniques, processes, presentation; categories-themes, location, objects, patterns, light & shade, nature, still photography, actions & expressions, data, culture, panorama, frames, metaphor etc.

Outline: principles, recent advancements; significance, scope & purpose; types, composition, tools & equipment,

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ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	THEORY CUM STUDIO	ARCH 006	CORE ELECTIVE V B				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

technology, techniques, processes, presentation; categories themes, location, objects, patterns, light & shade, nature, still photography, actions & expressions, details, culture, panorama, frames, metaphor etc.

Sessional work:

Guidelines Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments Emphasis should be laid on understating the Principle that continuous evaluation shall be made of students' work based on various models, assignments and sketching

Note: Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

Al-Asad, M., & Musa, M. (2006). Architectural criticism and journalism: global perspectives: proceedings of an international seminar organised by the Aga Khan Award for Architecture in association with the Kuwait Society of Engineers, 6-7 December 2005, Kuwait. Turin, Italy: Umberto Allemandi & C. for Aga Khan Award for Architecture.

- Allan, S. (2010). The Routledge companion to news and journalism. New York, NY: Routledge.
- Booth, G. G. (1918). The spirit of journalism and architecture. The place of publication is not identified.
- Franklin, B. (2005). Key concepts in journalism studies. London: SAGE.
- Harcup, T. (2004). Who, what, where, when, why and how?: an introduction to journalism. London: Sage.
- Willis, J. (1990). Journalism: state of the art. New York: Praeger.

ARCH 006.4. MOOC

Course Educational Objectives (CEOs):

overall nurturing of the student with issues in practice and field outside

Course outcomes (COs):

At the end of the course, students will be able to The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal The student will be able to represent a design idea 3 dimensionally Use of presentation software

Expected Skills / Knowledge Transferred: Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;

Focus: Manual Skills The student will learn different methods and techniques to represent an idea & thoughts

The student will have various representation techniques at her disposal The student will be able to represent a design idea 3 dimensionally Use of presentation software

Course Overview:

The following is a representative list of what may :

Tutorials/ additional classes for any course on online mode of platforms, Provides knowledge to support student being sensitive to design;

- a paper presentation

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
-------------	------------------------	-----------------	------------------------

- The creative MOOC provide an opportunity to access a different form of architecture related to imagination, visualization & creation. They offer the experience of unique

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ARCH 006: Core Elective V (Part B)/Major

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
PC	AR	THEORY CUM STUDIO	ARCH 706	CORE ELECTIVE III				50	50	100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ingenuity, theory or workmanship. The essence of the creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products/theories; finishing & presenting the product for the concepts evolved. The outcome will be through portfolio & presentations. Where these workshops or MOOCs help them explore the different topics relevant to individual interests and in the palette of choices for the semester

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Continuous Evaluation shall be made of students' work based on various models, sketch assignments, and market surveys.

One Major And the rest minor tasks are to be set from the entire syllabus

Assignments:

Site Studies – Plot, site, land and regions, size and shape of the site, Analysis of accessibility, Topography, Climate, landforms, Surface Drainage, Soil, Water, Vegetation, Ecology, and Visual aspects.

Note:

Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice



ARCH 007: Seminar

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50% OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30% OR 20%)	End Sem University Exam (50% OR 10%)	Teachers Assessment* (50% OR 10%)					
SEC	PR	SEMINAR	ARCH 007	SEMINAR (RESEARCH PAPER)				100				2	2	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 007: Seminar

Course Educational Objectives (CEOs):

To impart knowledge to students, on the tools and methods needed to handle a design project of reasonable complexity individually

Course outcomes (COs):

- At the end of the course, students will be able to
 - The course provides students with a framework to understand some emerging concepts in architecture and projects of design complexity and equips the student with adequate research methods for the realization of the thesis concept.
- Expected Skills / Knowledge Transferred:
 - The skills required to collect, assimilate and synthesise data relevant to handling a research project independently.
- Focus: Manual Skills
 - During the study, the subject of the thesis is developed and the project articulated. The course provides a framework for the discipline by addressing the theoretical, social, historical, technological, and professional aspects of Design.

Course Overview:

The course provides students with a framework to understand some emerging concepts in architecture and projects of design complexity and equips the student with adequate research methods for the realization of the thesis concept. During the study, the subject of the thesis is developed and the project articulated. The course provides a framework for the discipline by addressing the theoretical, social, historical, technological, and professional aspects of Design.

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
		<p>To develop the investigative skills of students, through researching one of the topic areas covered in the course. To allow students to discuss ideas & findings in class with their colleagues & the course instructor, hence creating a motivating environment for learning. To develop the capacity of the students to work either in a group or individually undertaking research in a given subject relating to architecture, presenting the observations verbally & graphically, to explore & understand the essence of a design. Acknowledge, appreciate & convey the meaning of quality designs. Identify & study the working of various systems of architecture. The approach, investigate & highlight the various socially relevant issues of design through seminars.</p> <p>The Seminar shall be a research paper on a subject of theoretical nature on any aspect of architecture. This may or may not be related to the thesis topic. The overall supervision shall be by a Seminar Co-Ordinator to be Appointed from within the faculty and the individual guidance shall be provided by experts in the subject, preferably from within the faculty but in exceptional cases, if found expedient in the opinion of the Co-Ordinator, outside experts may be appointed. The thrust of the seminar shall be on achieving a thorough understanding of the topic of study and on the ability to present it with intelligent and critical guidance.</p>	

Independent study and documentation of architectural and allied subjects by the individual student along with the oral and visual presentation.

The seminar shall be a research paper on a current topic related to Architecture. The overall supervision shall be done by the seminar coordinator and individual guidance may be provided by the experts in the subjects.

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ARCH 007: Seminar

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	PR	SEMINAR	ARCH 007	SEMINAR (RESEARCH PAPER)				100				2	2	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Sessional work:

Guidelines

Students would need to undertake one of the design subjects or issues. Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments

Independent study and documentation of architectural and allied subjects by the individual student along with the oral and visual presentation. The seminar shall be a research paper on a current topic related to Architecture. The overall supervision shall be done by the seminar coordinator and individual guidance may be provided by the experts in the subjects.

Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

- Anderson, J. and Poole, M. (1998). Thesis and assignment writing. Brisbane: John Wiley.
- Borden, I. and Ray, K. R. (2006). The dissertation: an architecture student's handbook. 2 and Ed. Oxford: Architectural Press.
- Fink, A. (1998). Conducting research literature reviews: from paper to the Internet. Thousand Oaks: Sage.
- Murray, R. (2005). Writing for academic journals. Berkshire: Maidenhead, Open University Press.



ARCH 008: Professional Ethics and Human Values

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
PC	PR	THEORY	ARCH 008	PROFESSIONAL ETHICS AND HUMAN VALUES	50	20	30	20		100	2			2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

To impart awareness and technicalities of the code of conduct, and the significance of the Architects Act 1972 in Professional Practice.

Course outcomes (COs):

At the end of the course, students will be able to

Students will understand the professional, vocational and legal aspects of architectural practice

Students will achieve an understanding of the code of professional conduct and law regarding the Architectural profession.

Students will be prepared for professional practices.

Expected Skills / Knowledge Transferred:

Legal, Technical and Financial aspects of Architectural practices and management skills for professional practice

Focus: Manual Skills

Understand the role and responsibilities of an Architect towards society and aspects relevant to professional practice and social responsibility.

Analyze the importance of the Architects Act 1972; Code of Professional Conduct; Architectural Competition; ethical responsibilities and norms of professional practice.

Examine the role of an Architect in project planning, management and execution.

Develop lifelong learning ability to engage in independent practice, office set-up, management and legal aspects of the profession.

Course Overview:

The course provides an overview and specific conditions of COA regulations, the Architects Act 1972 in Architectural practice.

Course Contents

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
I	Introduction: Architect’s Act 1972; Architectural Profession, Code of Conduct & Ethics, Acts & Legislation, Duties & Liabilities, Role & Responsibility, Nature of Profession, Regulatory bodies, Professional bodies Architectural Competitions: Classification, benefits & drawbacks, methods, rules & regulations, Appointments & Duties of Assessors & Adviser. Withdrawal of Competition. Architectural Copyrights: meaning, importance & precautions. Tenders: Definition, Types, Conditions, Tender Notice, Documents, EMD; Tendering process. Contract: Definition, Types, Contract agreement, necessity, contract document. Arbitration & Conciliation: Arbitration & Conciliation Act 1996; Nature, Appointment, Conduct, Powers & duties; Procedure & awards. Practice & Management: Types, Office set-up & administration, Registration, Practice Procedure; Expansions, Collaborations, Global practice. Coordination with supporting consultants; Task allocation – Work plans, monitoring the plans, review meetings, record keeping, Accounting, and Human resources. Ways of getting work, types of works. CoA’s Conditions of Engagement & Scale of Charges. Preliminary knowledge of the transfer of property Act; registration, stamp duty under registration and Govt. Power. Income tax, wealth, land acquisition Acts; general information about land acquisition procedures. Accidents during the progress of work and after completion, damage to persons and properties affected; workmen’s compensation Act with regards to the affected persons and properties. Consumer Protection Act and related acts on Architects. (Act 20 of 1942) Architects Act 1972; Professional Practice Regulation and architectural education regulations under the Architects Act.	Profession vocation, trade union vis-à-vis professional activities, social obligations of profession, architectural professional association and its role and responsibilities. (IIA) Architects Act 1972/87. Council of Architecture, its role and responsibilities. (COA) Professional Ethics	3 WKS

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ARCH 008: Professional Ethics and Human Values

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
PC	PR	THEORY	ARCH 008	PROFESSIONAL ETHICS AND HUMAN VALUES	50	20	30	20		100	2			2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

II	Work and Scale of professional charges, mode of working and payments	Code of professional conduct. Condition of engagement and scale of professional fees. Copyright Act as applicable to architectural work. Architectural competitions	2 WKS
III	Contract document and article of agreement	Concept of Contract. Duties and liabilities of architects, duties and liabilities of contractors. Articles of agreement, execution of works and payments. Arbitration, Act, its applications, and its scope.	3 WKS
IV	Tendering	Laws about property matters like the Right of easements, etc Tender types and the process of calling, security and selection system. Office organizations and management, expense, the structure of, salaries and overheads. Role of design staff and supporting staff; Personal management and training responsibilities.	3 WKS
V	Valuation of properties	Introduction to Valuation. Role of Valuers Types, methods and importance of valuation Arbitration- settling of disputes etc Assignments and other tasks of professional antiquates	2 WKS 2 WKS

Sessional work:

Guidelines Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments Emphasis should be laid on the understating of building ethics. The continuous evaluation shall be made of students' work based on various models, assignments and reports

Note: Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Suggested Readings:

- Apte V S, Architectural Practice and Procedure Mrs Padmaja Bhide (Pune),2008
- Banerjee, D.N. Principles and Practice of Valuation, 5th ed. Eastern Law House, Calcutta, 1998.
- Dalton, J. Patrick. Land Law, 4th ed. Pitman Pub., London, 1996.
- Handbook of Professional Documents-COA
- Indian Institute of Architects. H.B. Professional Practice. The Architects Pub.Bombay.dian Standards Institution. National Building Code of India 1983. Indian Standards Institution, New Delhi, 1984.
- James Franklin, Architect's Professional Practice Manual McGraw-Hill Education, 30-Mar-2000
- Madhav Devbhakta. Architectural Practice in India, Council of Architecture, 2007
- Namavati, H. Roshan. Professional Practice, 8th ed. Lakshani Book Depot, Bombay, 2001.
- Namavati, H. Roshan. Theory and Practice of Valuation, 2nd ed. Lakshani Book Depot, Bombay, 1991.
- The Architect's Handbook of Professional Practice, John Wiley & Sons, 11-Jan-2013

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ARCH 019: Elective – IX

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	SU	THEORY /STUDIO	ARCH 019	ELECTIVE IX	50	20	30	50		100			2	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 019: Elective – IX

Course Educational Objectives (CEOs):

Overall nurturing of the student with issues in practice and field outside

Course outcomes (COs):

At the end of the course, students will be able to

Expected Skills / Knowledge Transferred:

Focus: Manual Skills

Provides knowledge to support students being sensitive to design;
 Better grooming than just books and theories.
 a paper presentation and a summer case study

Course Overview:

The following is a representative list of what may constitute Institute projects:

Seminars, Tutorials/additional classes for any course, Guest Lectures, putting up Exhibitions, Workshops, participating in Architectural Competitions or conducting Site Visits or Study Tours.

Provides knowledge to support students being sensitive to design;
 a paper presentation and a summer case study

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching G Hours:
		<ul style="list-style-type: none"> The creative electives provide an opportunity to express talents that are different from architecture but related to imagination, visualization & creation. They offer hands-on experience of unique ingenuity & workmanship. The essence of a creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products; finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations. As Per Pool Electives Choices Stage IV Odd semester pool 	5 hrs @ each class

1. POOL IV: Last Semester

MOOC according to the thesis
 Workshop acc to the thesis

MOOC ACCORDING TO THE THESIS TOPIC

According To Thesis Topic

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Note:

Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

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